**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: Grade 1 Lesson 5-2 Number: Recognizing Numbers on a Ten-Frame** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1. This is the word ten frame. A picture frame holds a picture. What do you think a ten frame  Is? Turn to your neighbor and tell them what you think it is. Show example of a ten frame  and have children share what they notice about it. Ask: “From what you have shared what  makes this a ten frame?” Accept all responses and come up with a simple definition as a  class. Write down the definition on the white board for further reference.  Day 2. Cover the definition up and ask if anyone can tell us what a ten frame is. Students can give  oral or pictorial responses. Once they have reviewed the definition, uncover it and have  them write it in their math journal.  Day 3. Review the definition. Have them make a giant size ten frame on the floor with masking  tape. They can fill in the ten frame with their bodies.  Day 4. Open your math journal and draw a picture of a ten frame. Draw a picture of something  that is not a ten frame, ex. a twelve frame, an eight frame.  Day 5. Tell you neighbor what a ten frame is. Add the word ten frame to the class word wall.  Day 6. Play a concentration game with the current word ”ten frame,” and past vocabulary. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Distribute blank ten frame cards and counters to each child. Have them each build a number on their ten- frame. Once they have built a number have them turn to their neighbor and read the number they have built. Ex. five and four is 9. The neighbor checks for accuracy. Then it is the neighbor’s turn. They repeat this activity several times as they gain practice reading numbers on the ten - frame. Once this practice is completed have a few students come to the document camera and share what they have built for their classmates and explain their reasoning.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Using the Envision Teachers Edition guide the children through the workbook pages 123-125. The children will be looking at a representation of a number on a ten frame and writing the number below. Work through page 123 with the whole group exploring 5 and some more. As the whole group is working with the teacher she can be asking questions like….How do you know there are more than 5 counters? How do you know the quantity without counting the dots? How did you get that answer? Then have the children work through pages 124 and 125 as independent practice for this concept. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Take out your math journal and draw a ten frame. Pick a number between 5 and 10. Draw it in the ten-frame. Write a clue to describe your number. Be ready to explain your thinking to your classmates.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT**  **Use the Quick Check Master 5-2 that goes with the Envision Lesson.** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction  Ten Frame Game  Materials: Ten-frame, counting chips, 1-6 dice  Directions…Player one rolls dice and puts that many on the ten-frame, (remember we fill the ten frame left to right, top row and then bottom row), Player two rolls the dice and adds to what is on the ten-frame. Then both children read the number they have created.  They repeat this activity until the center time is up.  Ten Frame Comparison  Materials: Ten-frame, counting chips, 1-6 dice  Directions: Each player rolls the dice once and places that many on their ten-frame. Then they each roll the dice again and add to what is on their ten-frame. They each read the number they have created. Then they must decide which person has the largest number and which person has the smallest number. They repeat this activity until the center time is up. | |
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| **HOMEWORK** | |
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